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ABSTRACT

This is a presentation of a new method for interpreting the Ohio Vocational Interest Survey (OVIS) using visuals. The OVIS, administered in 43 high schools in San Diego County, California, was intended to complement the existing school guidance and counseling programs by providing the students with their measured and expressed occupational interests to assist them in career planning. Through the administration of these tests a program was devised consisting of a demonstration of the use of a prepared kit of materials available to assist counselors and teachers in interpreting the OVIS. The kit consists of masters for the production of overhead transparencies for a group presentation on the interpretation of the OVIS, a teacher-counselor's guide, and an index that relates OVIS scale scores to VIEW (Vital Information for Education and Work) occupations and Volume II of the Dictionary of Occupational Titles. Research indicating the effectiveness of group interpretation of OVIS results with prepared visuals are presented. The kit of materials is available by writing to OVIS Test Editor, Harcourt Brace Janovich, Inc., 757 Third Avenue, N.Y., N.Y. 10017. (WS)

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AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION

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Program Number 359

INTERPRETING THE OHIO VOCATIONAL INTEREST SURVEY USING VISUALS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

During the 1970-71 school year the Career Information Center of the Department of Education, San Diego County, California, administered the Ohio Vocational Interest Survey (OVIS) to all the students in one grade level of each high school in San Diego County, California. (A total of 22,500 students).

This was the first year of administration of the OVIS countywide, and because the OVIS was a new instrument it involved the inservice training of school counselors and teachers in 43 high schools in 6 separate high school districts.

The Career Information Center, which is an ancillary service of the San Diego County Regional Occupational Program provided the inservice on the OVIS, survey booklets, and scoring of the OVIS. Each individual high school district was responsible for selecting the grade level at which to administer the OVIS, and was responsible for administration, and interpretation of the OVIS results to students.

The OVIS was intended to complement the existing school guidance and counseling programs by providing students with their measured and expressed occupational interests to assist them in career planning. It was also anticipated that the measurement and interpretation of student occupational interests would stimulate student use of existing occupational information systems in San Diego County high schools; VIEW (Vital Information For

Education and Work) (Whitfield and Glaeser, 1969) and the Dictionary of Occupational Titles (D.O.T.) (Superintendent of Documents, U.S. Government Printing Office, 1965). (See figure 1).

COMBINATION AND USE OF OHIO VOCATIONAL INTEREST SURVEY SCORES WITH EXISTING OCCUPATIONAL INFORMATION SYSTEMS FOR STUDENT COURSE OF STUDY SELECTION

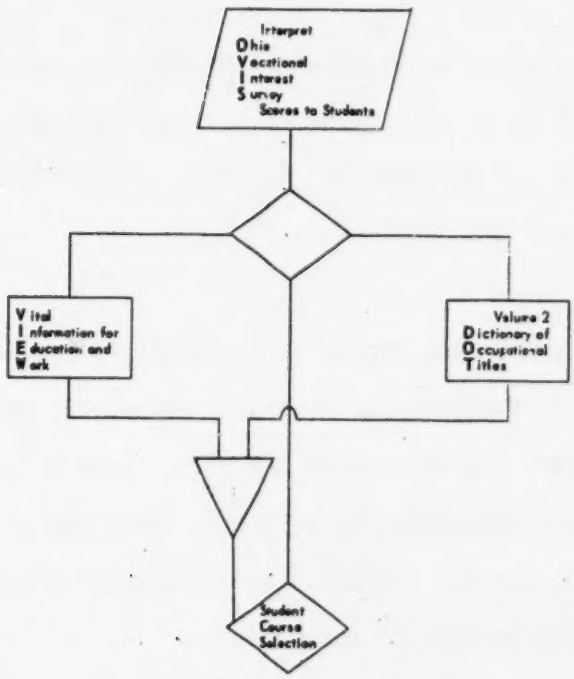

Figure 1

The administration of the OVIS was uneventful in that it was administered according to the directions in the manual in existing classrooms or large groups assembled for that purpose. Total administration time averaged around ninety minutes.

Scoring of the completed OVIS answer sheets is done by computer with scores printed in individual Student Report Folders that are returned to counselors for interpretation to students between two and four weeks after they are sent in for scoring. It was at this point that interpretation of the scored, returned booklets of 22,500 students was a major consideration. Administration of an interest inventory without adequate interpretation is not an effective guidance practice, but this was often the case because of large counselor/student ratios. Most counselors in San Diego County seemed to favor an individual student interpretation format that (in terms of staff time and salary cost) places an enormous burden upon the ongoing guidance and counseling program. In the past many interest surveys had been administered but not interpreted. (See figure 2).

Alternatives to interpreting the Ohio Vocational Interest Survey

Individual Interpretation

400 students with a twenty minute individual interpretation session.

133.3 hours (with no time lost)

3.3 weeks

$825.00 Total cost of counselor time at an average of $250 per week.

Figure 2

An alternate strategy that would allow group interpretation of student OVIS scores was considered more efficient in terms of staff time and cost benefit analysis of staff salary. (See figure 3).

Alternatives to interpreting the Ohio Vocational Interest Survey

Group Interpretation

400 students with one hour interpretation in groups of 20 or 30.

20 hours in groups of 20.

13.3 hours in groups of 30.

$83.12 Total cost of counselor time at an average of $250 per week in groups of 30.

$125.00 Total cost of counselor time at an average of $250 per week in groups of 20.

Figure 3

The question was, however, how could students be assured of a consistent, accurate interpretation of their OVIS interest scores when the interpretation was being accomplished by hundreds of different counselors in unrelated schools in 6 different high school districts, and in addition to that, interpreted in groups.

To provide a consistent interpretation that would follow the student interpretation booklet a set of overhead transparencies was written, (by Jacobson, T. and White, R., 1971) which consisted of twenty-eight overhead transparency masters with an accompanying Teacher-Counselor Guide of main points to emphasize with each transparency, and an index that related the twenty-four scale scores on the OVIS to the occupations in the San Diego VIEW and the D.O.T. These materials were presented to each high school in San Diego County through in-service meetings. Overhead transparencies were then used in all the high schools in the county during the interpretation of the OVIS.

A pilot evaluation of the effectiveness of the OVIS was conducted one week after the interpretation of the OVIS to students. This was done in four separate high schools in four different high school districts. The purpose was to see if the group interpretation of the OVIS using the prepared visuals was effective. In order to obtain a random sample, a student questionnaire was administered to all students present in three random classes in each of four separate high schools in four different districts. To avoid a bias, a "fast," "average," and "slow" group was selected from each school. The total number of students surveyed was 386 with usuable responses elicited from 374. The questionnaire was administered anonymously.

The following consists of a percentile summary of the student responses to various items in the student questionnaire followed by brief remarks.

Because of rounding, some total responses may not always equal one hundred percent. The sample consisted of 374 usuable responses within the following categories:

Male	51%
Female	49%

Grade in School	
9	1%
10	74%
11	22%
12	1%

The OVIS was administered mainly to sophomore and junior students. However, because the administration was made to students in required classes at an entire grade level, because of scheduling, one percent of the freshman and seniors in the schools were also included in the sample.

Do you remember your three highest interest scales on the OVIS?

65 (1) Yes

35 (2) No

Six and one-half students out of every ten remembered their three highest OVIS scores one week after interpretation.

Do you feel that you understand what your interest scores on the OVIS mean?

76 (1) Yes

24 (2) No

Three out of four students indicated that they understood what their OVIS scores meant. On the basis of our original experience we recommend that all students be surveyed after the original one hour group interpretation, and that those students who don't understand, be identified and receive another one hour group interpretation with the visuals before they receive individual attention.

Would you like more help in interpreting what your OVIS scores mean?

43 (1) Yes

57 (2) No

Four students out of ten indicated that they would like more help in interpreting their OVIS scores. This is fifteen percent more than those indicating that they did not understand their scores. We expect that students are asking for more help in the use of the scores rather than just understanding what they mean.

How would you prefer to have your OVIS test scores explained to you?

62 (1) Individually

38 (2) In a group

We were not surprised to learn that students would rather have individual than group attention. When divided by sex we determined that females, rather than males preferred individual interpretation. It must be remembered also, that in the past students had been receiving individual interpretation.

Do you intend to use the information about your interests as determined on the OVIS in selecting courses for your school program for next year?

47 (1) Yes

53 (2) No

Five students out of ten indicated that they intended to use their interest scores determined on the OVIS in the selection of courses for their school program for the coming year. This was one of the major purposes of using the OVIS and perceived as a useful technique by half of the students surveyed.

Have you used Volume II of the Dictionary of Occupational Titles to follow-up on your interests as determined by the OVIS?

7 (1) Yes

93 (2) No

The use of the OVIS stimulated an accompanying use of the Dictionary of Occupational Titles. Many schools, and counselors were not familiar and did not have copies of Volume II of the D.O.T. available during the first administration of the OVIS. We expect the percentage of use of the D.O.T. to rise because more copies of the D.O.T. are now available in the schools because of inservice and counselors are more familiar with it and know how to use it.

How much have you used VIEW to follow-up on your interests as shown on the OVIS?

2 (1) Used three or more times

4 (2) Used twice

13 (3) Used once

79 (4) Never used

We were dissapointed with this result until we remembered that, in most cases each school had only one VIEW reader or reader-printer, which can accommodate only one student at a time. In the time period allowed (one week) it was reasonable to expect only this percentage to use VIEW. In our present study we are allowing three weeks before surveying students, and many schools have purchased more than one microfilm reader.

A this time how would you rate your understanding of your OVIS scores?

20 (1) Very good--I understand them completely.

60 (2) Good--I understand them O.K.

14 (3) Very little--I have several questions.

6 (4) Not at all--I don't understand them.

Eight out of ten students indicated that they understood their OVIS scores very good, or good. Only two students out of ten indicated that they had several questions or did not understand their OVIS scores. This would seem to indicate that a one hour group interpretation with visuals was an effective means of working with large groups of students.

How well do you understand the meaning of your different scores on the OVIS? (scale score, stanine, percentile, scale clarity)

18 (1) Very good--I understand them completely.

53 (2) Good--I understand them O.K.

22 (3) Very little--I have several questions.

6 (4) Not at all--I don't understand them.

Seven out of ten students understood what their different scores on the OVIS meant. This also agrees with a previous question where three out of four students indicated that they understood what their scores meant.

How much did you increase your understanding of your interests from taking the OVIS?

14 (1) A lot--it was extremely helpful.

47 (2) Some--it was helpful.

28 (3) Very little--it provided some information.

10 (4) Not at all--it was of no help.

An original purpose for the administration of the OVIS was to assist students in the understanding of their individual interests. Only one student out of ten indicated that the OVIS was of no help.

How much have your results on the OVIS stimulated you to explore other information about yourself to consider in career planning. (school subjects, grades, activities, etc.)

13 (1) A lot--it was extremely helpful.

39 (2) Some--it was helpful

31 (3) Very little--it provided some stimulation

17 (4) Not at all--it was of no help.

An associated reason for administering the OVIS prior to student course selection was to stimulate students to consider other information about themselves after their individual interests have been determined. Half the students indicated that their OVIS results provided them with a lot or some stimulation.

How did you feel about the way your OVIS scores were explained to you?

19 (1) Very good--it was extremely helpful.

39 (2) Good--it was very helpful.

37 (3) O.K.--it provided some information

5 (4) Poor--it was of no help.

A measure of the effectiveness of a visual presentation to students in groups can be obtained from the fact that only five percent of the students indicated that the explanation of their scores was poor and of no help.

How much consideration will you give your OVIS scores in helping to determine which school subjects you will take for next year?

17 (1) A lot

46 (2) Some

21 (3) Very little

16 (4) None

Six students out of ten intend to give some consideration to their interests in different vocational activities when selecting school courses for next year. This was a primary purpose of the administration of the OVIS and consistent with known vocational development theory.

How much have you discussed your OVIS scores with your:

	Parents	Friends	Counselor	Teachers
1. A lot--we had a long discussion	9	9	4	1
2. Some--we talked about them	39	49	16	14
3. Very little-- I showed the OVIS but with no discussion	28	24	7	16
4. Not at all--no mention of the OVIS scores	24	18	71	68

Who do students talk to most of the time? Parents and friends. We concluded that is was reasonable to expect them to talk to the "significant others" in their life about their vocational interests. An interesting observation here is that the counselor initiated an activity (interest testing) that stimulated student awareness and discussion of their interests in relation to vocational choice and career planning. Although the school counselor (who administered and interpreted the OVIS may not get the direct credit and increased student requests for counseling), he has stimulated student interest and activity in career decision-making activity.

How much do you think you benefited from the use of OVIS?

10 (1) A lot--it was extremely helpful.

47 (2) Some--it was helpful.

32 (3) Very little--it provided some information.

11 (4) Not at all--it was of no help.

Nine students out of ten indicated that taking the OVIS was a beneficial activity. Only one out of every ten students indicated that the OVIS was of no help.

How much have your results on the OVIS helped you to consider some new occupational choices?

15 (1) A lot--they were extremely helpful.

40 (2) Some--they were helpful.

28 (3) Very little--they provided some information.

17 (4) Not at all--they were of no help.

Does the use of an interest survey to assist students in the determination of their individual interests help them to consider some new occupational choices? It seems that it did for eight students out of ten.

Do your OVIS scores match your present occupational plans?

36 (1) Yes--a lot.

40 (2) Some.

13 (3) Very little.

10 (4) Not at all.

Three students out of ten indicated that their scores on the OVIS were consistent with their present occupational plans. Our experience has

indicated that the confirmation of student interests with an interest survey is just as important to the student as the identification of new interests. It adds credibility to the students perception of himself and confirms and supports his activities in career decision making.

Considering your answers to the previous questions, would you be willing to spend the time and be interested in taking the OVIS again?

28 (1) Yes--extremely interested.

39 (2) Yes--interested.

18 (3) Yes--very little interest.

15 (4) No--no interest at all.

Seven out of ten students considered the administration of the OVIS a worthwhile activity and indicated interest in participating once again.

Recommendations

Several recommendations that we would make to users of the visuals in interpreting the OVIS are as follows:

1. Distribute the Student Report Folder to students and give them five or ten minutes to examine their scores and talk with other students.

2. Use the visuals, in order, for a group interpretation to explain the scores on the OVIS. Read the Counselor-Teacher Guide for main points to emphasize before the presentation but avoid reading it during the presentation. If you need cues mount your transparencies in cardboard frames and write comments on the frames.

3. After the completion of the presentation of the visuals, provide time for individual student questions. Have several questions ready to stimulate student participation.

4. After the original one hour (or class period) group presentation, survey students to determine which students still do not understand their scores and would like more help in interpreting them. Meet with these students again in a group and use the visual format once again.

5. Survey students after the second group interpretation to determine if there are any students who still need additional help. Meet with these students individually.

6. If you conduct a follow-up survey of the OVIS with students, allow at least three weeks before administering a questionnaire. Our original one week follow-up did not allow enough time for student follow-through and use of their interest scores.

REFERENCES

Jacobson, T. and White, R. Interpreting the Ohio Vocational Interest Survey, Department of Education, San Diego County, California. February, 1971. These materials were re-printed with permission and are now available from: OVIS Test Editor, Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017.

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Supt. of Schools, Dept. of Educ.
San Diego County 3-72

Department of Education

San Diego County

Regional Career Information Center

Counselor - Teacher's Guide

for

INTERPRETING THE OHIO VOCATIONAL INTEREST SURVEY

Written by Thomas J. Jacobson Ph.D., Guidance Coordinator, Project Coordinator

Each user should consult the specific instructions which accompany the different brands of transparency film and machines available in the schools for directions on how to reproduce these overhead transparency masters into overhead transparencies.

The following list of comments are intended to either amplify, clarify, or restate the material which is already presented in the overhead transparency masters. These comments are not intended to be a verbatim dialogue to accompany each transparency. The purpose of the comments with each transparency is to facilitate counselor and teacher use by providing additional information where necessary to emphasize and more completely present the material in the transparency.

The numbered comments start after the title transparency and the twenty-eight consecutively numbered overhead transparency masters which are included in the series.

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1. The numbered comments start after the title transparency and are keyed to the twenty-eight consecutively numbered overhead transparency masters which are included in the series.

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2. Career development research has indicated that it is during the age group eleven to seventeen that most students decide on a tentative career choice.* It is important to students to be aware that this eleven to seventeen year time bracket coincides with their present grade in school and that the OVIS should be seen as an instrument to facilitate this decision-making process.

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3. The different periods of decision-making; fantasy, tentative, and realistic, are divided into different stages of decision making. The stages which your students are now going through are in the tentative period beginning with the interest stage where the student tries to determine what he is interested in doing. The The next stage after interest has been determined is capacities or the student's performing ability. In other words, can he do the things he would like to do.

*Ginsberg, Eli, Ginsburg, Sol W., Axelrad, Sidney and Herman, John L. Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

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The next stage is values, where a student not only says what he would like to do, and what he can do, but also decides whether doing these things is consistent with his personal values. The last stage in the tentative period is a transition stage where the student moves over to the realistic period, leaves high school, and has to make realistic choices in the world of work.

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4. Please note that the student answered 280 questions but the scales only call for 264 questions. (24 scales X 11 = 264) If this question arises note that some questions are specifically for males and others for females.

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5. Emphasize that the student evaluated actual job activities and whether or not he would like to do them in terms of his own personal opinion.

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6. Re-emphasize the definition used and the total score given to the choice made by a student on each of the 280 different items.

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7. Please note that the twenty-four interest scales times eleven questions equals 264 questions. This would differ from the 280 items previously mentioned as constituting the Ohio Vocational Interest Survey. Reiterate the fact that some items were for males and some for females. Point out that an asterisk (*) indicates that a student may have omitted two or more questions and because of this the score on that specific scale would not be accurate so he will not receive a score for the scale.

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8. The definitions of the Ohio Vocational Interest Scales are included on page 4 in the booklet. Encourage the student to read all these definitions thoroughly at a later time. Do not spend time during the presentation trying to go through each one of these interest scales and interpret what they mean; it will waste too much time. You may wish to have the students read the definition for their two or three highest interest scales.

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9. Point out to students that interest scale scores have a low score of eleven and a high score of fifty-five. Indicate to students that it shows their relative strength of interest and that the three catagories they should be aware of are: high interests are from fifty-five to forty, average interests from thirty-nine to twenty-six, and low interests from twenty-five to eleven. These three categories of high, average, and low interests will be used later in interpreting the relative strength of their scales scores.

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10. Stress to students that this is an example of how to interpret an example percentile score of 70 on Manual Work Scale number 1. Note that on the transparency there are one hundred figures. Each student should understand that his percentile rank shows his position in a typical one hundred students like him. This includes sex, age, and year in school. This will be brought out in the three sample profiles numbered 14, 15, 16.

11. The scale clarity index reported shows how consistent the students' choices were in responding to the actual job activities in each scale. If there is a question on the consistency of choices made refer back to transparency 6.

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12. Stanines are a method of showing strength of interest and are subdivided in the three broad ranges. High interest (7, 8, 9), average interest (4, 5, 6), and low interest (1, 2, 3). It would be advisable to compare across stanine scores, percentile rank, and scale scores to note that all three usually agree.

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13. A student is asked to compare his interest scales with his occupational plans by looking at the top three or four interest scales on the left side of his student booklet and then comparing these against his occupational plans on the right side of the booklet in terms of first and second choice, his post high school plans, and program choice if he is interested in a vocational program. Transparencies number 14, 15, 16 are examples to show students how to compare their interest scores and occupational plans on the OVIS. Hold student questions on comparison until after transparencies number 14, 15, and 16 have been discussed.

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14. Bruce Porter

This is a sample OVIS profile for a fourteen-year old, ninth-grade boy. A discussion of the following points will help students to interpret their own profiles correctly.

1. High and Low Interest Areas

   a. Bruce has five high interest areas and six low interest areas. (Refer to slide number 9 for an explanation of high and low scores).

   b. Of the top five scales, three encompass jobs involving things: Machine Work (002), Applied Technology (202) and Crafts (102). On the other hand, four of the lowest scales involve job activities dealing with people: Skilled Personal Service (112) Care of People and Animals (011), Nursing (111) and Personal Services (010).

   c. The asterisk (*) reported for Scale 12 indicates that the student omitted too many items to obtain a score on this scale.

2. Normative Scores

   a. The percentile ranks and stanines show how Bruce's scores compare with the scores of other students of the same grade and sex. (Refer to slides 10 and 12 for an explanation of the normative scores).

b. Of the top five scores, four are also high when compared to the normative group (stanines 7,8, and 9). Note that while Bruce likes the activities in the Applied Technology area his interest is only average when compared to other ninth-grade boys. This means that boys in general also like these activities.

c. Bruce has indicated only an average interest in Scale 6, Inspecting and Testing, but he has a high stanine. The stanine of 8 means that his score of 33 is high when compared to other ninth-grade boys; it does not mean that he likes the job activities making up the scale.

3. Scale Clarity Indexes

a. Bruce received a scale clarity index of "I" on four of the scales, 21, 5, 10 and 4. This means he was very inconsistent in his responses for these four scales. While these scales are not high interest areas for Bruce, they are areas that he should explore further because he has shown a preference for some of the job activities. For example, from his high numerical interest, one might expect that he also liked the bookkeeping activities associated with Scale 5, Clerical Work.

4. Questionnaire Information

a. There appears to be a fairly strong agreement between his highest interest areas and his occupational plans. (Counselors will need to spend additional time with those students whose inventoried interests do not agree with their stated plans).

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15. Paul Reagon

This is the profile of an eleventh-grade boy who appears to be fairly definite about his likes and dislikes. The following points can be noted in interpreting the profile.

1. The student has two interest areas that fall into the high range, Applied Technology and Numerical. On the other hand, seventeen of the scales fall into the low interest range. Thus, it would appear that the student's interests are fairly well crystallized.

2. Paul's two highest scales are also high in terms of the normative group.

3. The scales at the top of his list represent professional jobs while those at the bottom of the list represent service and semi-skilled jobs.

4. Paul was inconsistent on three scales and these three scales also contain some job activities related to engineering and science.

5. His preferences for Military Training and Interest in a Vocational Program should be explored further since they appear to be inconsistent with his interests and expressed plans.

16. Sharon Mager

This is an example of a tenth-grade girl with very broad interests. Sharon has shown a great deal of interest in a number of different areas. The following points should be noted in interpreting her interest profile.

1. Six of her scores fall above 41 and only four of her scores fall in the low interest range.

2. Sharon's interests tend to be high when compared to other tenth-grade girls.

3. She appears to show a preference for working with people rather than things.

4. In addition to her high scores on six of the scales, she was inconsistent in her response to 10 of the scales. Thus, she also seems to like a number of the activities associated with these scales.

5. The results of the Questionnaire tend to suggest that she may not have realistic high school and post high school plans: She indicates a preference for college training but her highest interest areas are generally in areas where college training is not specifically required.

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17. The purpose of this transparency is to have students look at and interpret their interest scales. In most cases student scales will cluster with a specific pattern for the top eight and for the bottom eight, with those at the bottom showing little interest and those at the top indicating the student's highest interest area. This clustering should lead to discussion on the part of each individual student. A pertinent question to ask students is whether their present and past high school courses selected are related to their high interest scales.

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18. The purpose of this transparency is to encourage the student to obtain more information about the jobs that are listed under each scale on the OVIS. Each high school in San Diego County has the VIEW materials with a VIEW machine and a current deck of VIEW cards. Also, each high school has been issued an index that correlates and relates the specific interest scales on the OVIS to the different occupations that are available in the VIEW materials and also cross-relates this material to the Volume II of the Dictionary of Occupational Titles. It would be helpful if the teacher or counselor who is interpreting the OVIS would have VIEW and D.O.T. materials on hand to show to students. The purpose of this transparency is to also show students how they can pursue their individual interests on their own using existing systems available.

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19. This is an example of a VIEW IBM card in the VIEW series.

20. This is a facsimile of the index that relates the interest scales on the OVIS to related example jobs in the VIEW materials and also to Volume II of the Dictionary of Occupational Titles.

21. This is an enlargement of the microfilm aperature in the VIEW card. It is an example of the type of information that a student will get from the VIEW materials. Green cards have local information and pink cards, national information.

22. This states the information that students can gain by using Volume II of the Dictionary of Occupational Titles; by looking up the page in Volume II that is listed on the index for the specific jobs under the OVIS interest scales.

23. This is an example of the information format that the student will find in Volume II of the D.O.T.

24. This is an example of additional occupational leads that a student can get from Volume II of the D.O.T. Show an example of the D.O.T.

25. This is a programmed pause to ask for student questions and to provide an opportunity for the counselor to run a discussion to thoroughly interpret all of the information in the student booklet. It is anticipated that some students may have continuing questions and they are encouraged to make an individual appointment to see their counselor.

26. The purpose of this transparency is to encourage each student to use information about his or her interests in career planning. Also, students are encouraged to discuss this information with parents, their counselor, their teachers, or their friends, or anyone else who can help them. The material on the Ohio Vocational Interest Survey is of little use if it is not utilized in career planning.

27. Students are encouraged to seek counselor assistance from other information in addition to the OVIS. To further utilize the OVIS material and stimulate student interest in career planning other information concerning the student should also be considered. The student should see the counselor for this information.

28. This is the last in the transparency series and is a reminder of the purpose of the Ohio Vocational Interest Survey in that it merely indicates high interests that a student can further explore and does not predict success in occupational areas.

If additional interpretation questions arise consult the OVIS Manual for Interpreting.

Interpreting the
OHIO VOCATIONAL INTEREST SURVEY

SUPERINTENDENT OF SCHOOLS
DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY, CALIFORNIA

PUPIL PERSONNEL SECTION

WRITTEN BY THOMAS J. JACOBSON, PH.D., GUIDANCE COORDINATOR, PROJECT COORDINATOR
ART AND LAYOUT • ROBERT L. WHITE, ARTIST-ILLUSTRATOR

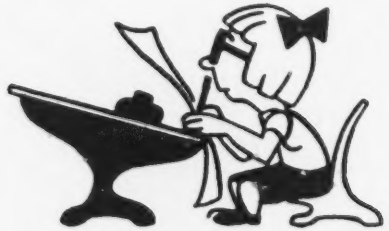
Department of Education, San Diego County 2-71

OVERHEAD TRANSPARENCY MASTER 25

Department Of Education, San Diego County 2-71

1 OVERHEAD TRANSPARENCY MASTER 92

A short time ago you took the OHIO VOCATIONAL INTEREST SURVEY.



The results of this survey will help you determine your interests in different occupations and assist you in career planning.

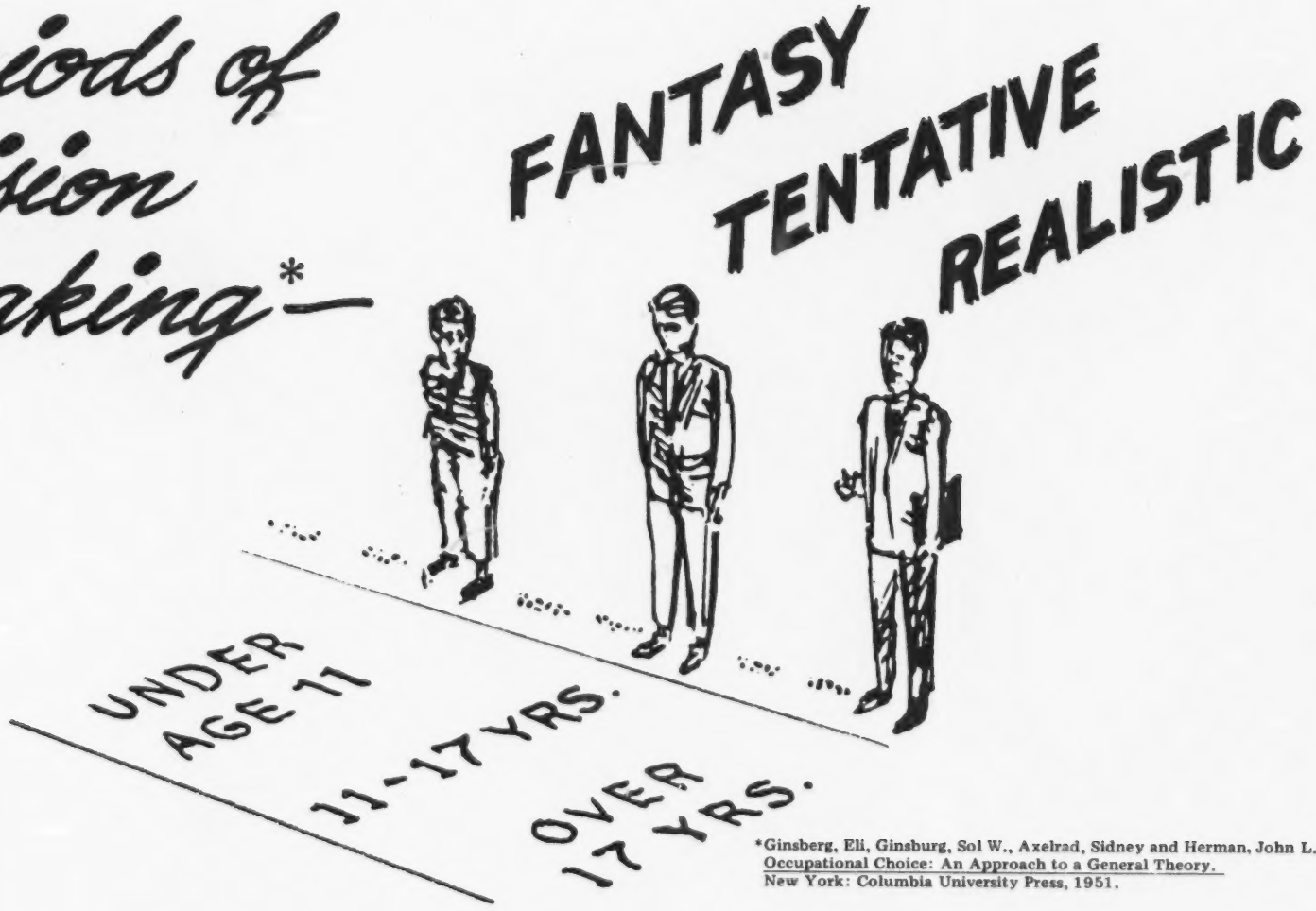
SAN DIEGO REGIONAL CAREER INFORMATION CENTER

Department of Education, San Diego County 2-71

2 OVERHEAD TRANSPARENCY MASTER 23

It is during the tentative period in high school that you begin to decide on a career.

*Periods of Decision Making**—



*Ginsberg, Eli, Ginsburg, Sol W., Axelrad, Sidney and Herman, John L. Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

Your INTERESTS in different vocations ARE IMPORTANT TO YOU because INTERESTS are usually the first stage in deciding on a career.

—Periods and Stages of Career Decision-Making...

- FANTASY (before age 11)
- TENTATIVE (11–17 years)
  - * interest stage
  - * capacities stage
  - * values stage
  - * transition stage
- REALISTIC (over 17 years)
  - • exploration stage
  - • crystallization stage
  - • specification stage

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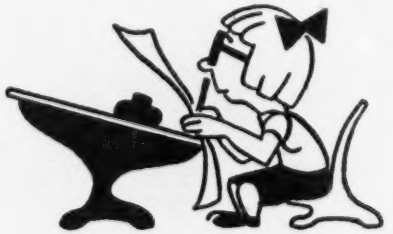
SAN DIEGO REGIONAL CAREER INFORMATION CENTER

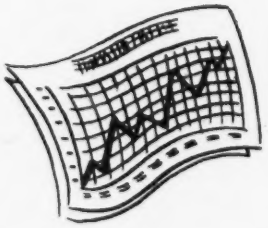
When you completed the Ohio Vocational Interest Survey you decided how much you would like or dislike each of 280 ACTUAL job activities.



Department of Education, San Diego County 2-71

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

Each of the different 280 actual job activities which you chose was related to work in terms of:



DATA

PEOPLE

THINGS

Department of Education, San Diego County 2-71

5 OVERHEAD TRANSPARENCY MASTER

SAN DIEGO REGIONAL OCCUPATIONAL CAREER INFORMATION CENTER

Department of Education, San Diego County 2-71

In deciding your LIKE or DISLIKE of 280 actual job activities you chose one of five different choices which were presented and scored like this:

DEFINITION	CHOICE	SCORE
I would ***like*** this activity ***very much***.	"L"	5
I would ***like*** this activity.	"l"	4
I am ***neutral***. I would ***neither like nor dislike*** this activity.	"n"	3
I would ***dislike*** this activity.	"d"	2
I would ***dislike*** this activity ***very much***.	"D"	1

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

Each of the 24 INTEREST SCALES on the OVIS had a total of 11 questions.

With each question worth from 1 to 5 points it was possible to obtain a score from:

$5 \times 11 = 55$

$1 \times 11 = 11$

An asterisk (*) indicates that you omitted 2 or more questions and will not receive a score for that scale.

Department of Education, San Diego County 2-71

7 OVERHEAD TRANSPARENCY MASTER

CG 007 207

The 24 INTEREST SCALES on the OVIS are explained on page 4 of your student report folder.

■ 007 207

THE OVIS INTEREST SCALES *

The 24 Interest Scales are briefly described below:

1. **Manual Work** (001)—Unskilled use of tools and routine work done by hand. Includes construction worker, farm hand, firefighter, dishwasher, janitor, and furniture mover.
2. **Machine Work** (002)—Operating and adjusting machines used in processing or manufacturing. Also includes driving tractor-trailer trucks and operating heavy equipment.
3. **Personal Services** (010)—Providing routine services for people as a waiter, waitress, household worker, doorman, messenger, gas station attendant, train conductor, policeman, fashion model, steward, or stewardess.
4. **Caring for People or Animals** (011)—Routine work related to the day-to-day needs of people or animals. Includes working in a nursing home, nursery, hospital, pet store, zoo, or animal laboratory.
5. **Clerical Work** (100)—Typing, recording, filing, and other clerical or stenographic work.
6. **Inspecting and Testing** (101)—Sorting, measuring, or checking products and materials; inspecting equipment or public facilities.
7. **Crafts and Precise Operations** (102)—Skilled use of tools or other equipment as in the building trades, machine installation and repair, or the operation of trains, planes, and ships. Includes carpenter, welder, tool and die maker, watch repairman, television technician, mechanic, and appliance repairman.

Services (110)—Waiting on customers in stores, banks, motels, offices, or at customers with business orders, reservations, and other in- drivers, and ticket and toll collectors.

services as a nurse, physical

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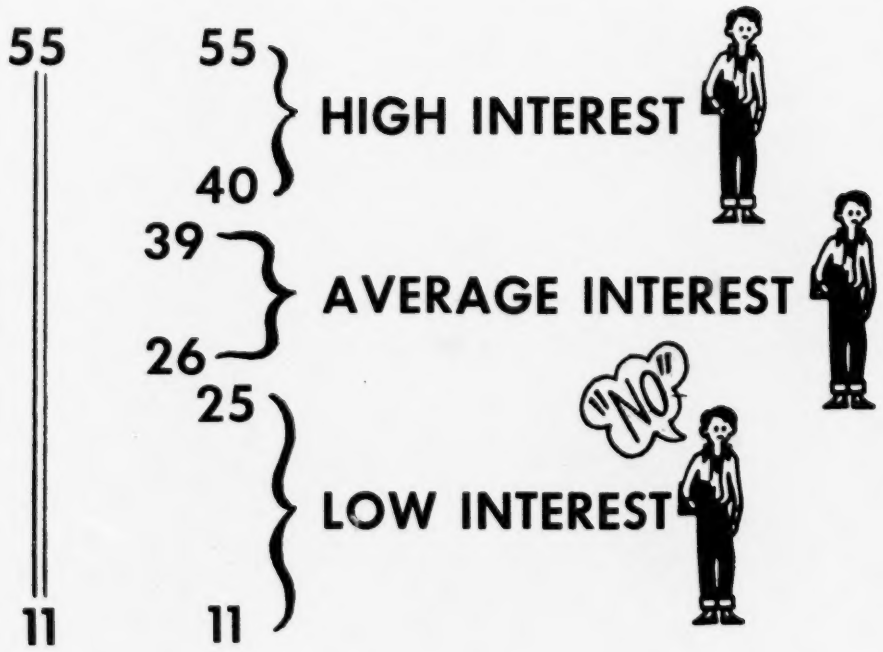
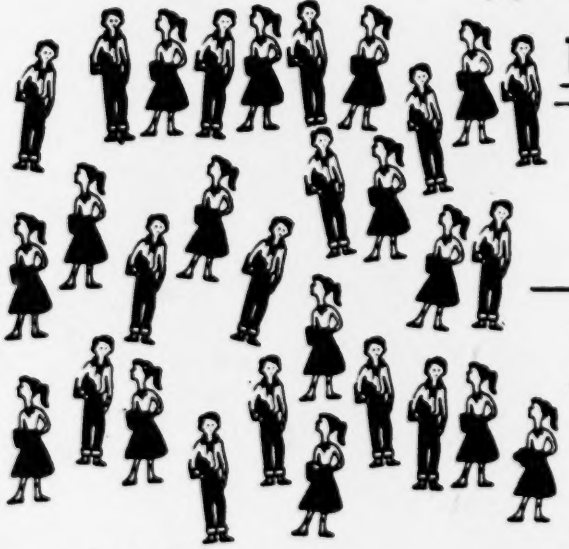
SCALE SCORES show you the relative strength of your interests in the job activities described in the OVIS.



Department of Education, San Diego County 2-71

Department of Education, San Diego County 2-71

PERCENTILE (%) RANKS shows how your interests compare with those of a typical ONE HUNDRED other students like you.

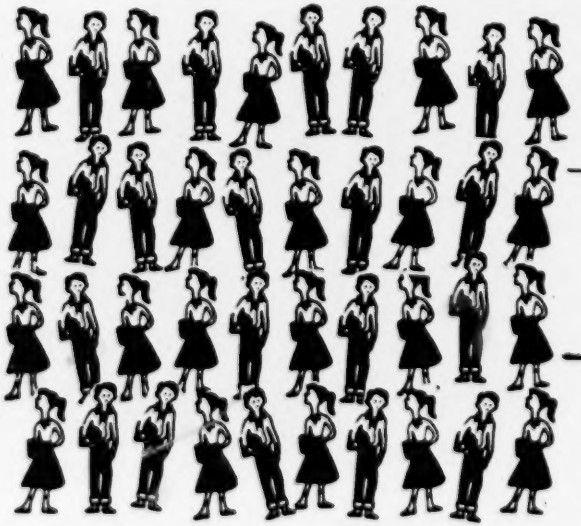


100

30 have MORE INTEREST in manual activities than you do.

70 YOUR percentile score.

EXAMPLE % SCORE OF 70 ON MANUAL SCALE #1.



69 have LESS INTEREST in manual activities than you do.

1

The SCALE CLARITY INDEX reported in the profile chart show how CONSISTENT you were in responding to the ACTUAL JOB ACTIVITIES in each scale.

H Means that you were HIGHLY CONSISTENT in the way in which you marked your answers to the statements that make up the scale.

F Means that you were FAIRLY CONSISTENT in the ways in which you marked your answers.

I Means that you were INCONSISTENT in the way in which you marked your answers.

Department of Education, San Diego County 2-71

STANINES show how your interest scores on the OVIS compare with those of other students like you.

9
8 } HIGH INTEREST
7

6
5 } AVERAGE INTEREST
4

3
2 } LOW INTEREST
1

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HOW DO YOUR SCORES ON THE OVIS INTEREST SCALES COMPARE WITH YOUR OCCUPATIONAL PLANS?

13 OVERHEAD TRANSPARENCY MASTER 8C Department of Education, San Diego County 2-71

OVIS PROFILE CHART

Date of Testing FEBRUARY 11, 1969

Grade 9 Age 14 yrs. 7 mos. Sex M

Reference Group 9TH GRADE MALE

Scale Number	Scale Name	Scale Score	Scale Rank	Stanine Profile (Low 1 2 3 / Average 4 5 6 / High 7 8 9)	Scale Clarity Index
11	NUMERICAL	49	96	9	H
16	APPLIED TECH	42	75		F
7	CRAFTS	36	82	6	F
14	APPRAISA	35	62	7	H
20	SALES REPRESENT	34	82	8	F
18	MANAGEMENT	33	89	6	F
22	ENTERTAINMENT	33	64	5	F
6	INSPECT-TESTING	32	59	5	I
23	TEACH-COUN-SOC W	30	56	5	F
17	PROMOTION-COMMU	29	54	5	F
21	MUSIC	27	56	6	I
15	AGRICULTURE	26	68	6	F
8	CUSTOMER SERVICE	26	63	6	I
5	CLERICAL WORK	25	70	5	I
24	MEDICAL	24	49	5	H
10	SKILLED PER SERV	24	57	6	H
4	CARE PEOPLE-ANIM	23	64	4	F
9	NURSING	23	27	5	H
3	PERSONAL SERVICE	22	57		
19	ARTISTIC	★			
1	MANUAL				
12	LITERARY				

Name PORTER BRUCE C

School FRANKLIN HIGH

Counselor MR GRIFFITH

Student Questionnaire Information

1. Occupational Plans

First Choice APPLIED TECH

Second Choice TRAINING

Second SOCIAL STUDIES

4. Post-High School Plans

First VOC-TECH SCHOOL

5. Interest in Vocational Programs

INTERESTED

6. Vocational Program Choice

First ELECTRONICS

Second APPLIANCE REPAIR

7. Local Survey Information

A B C D E F G H

_ _ _ _ _ _ _ _

DIRECTIONS: How To Read Your Profile Chart

The Profile Chart on page 2 shows your interests in the 24 [illegible] OVIS Interest Scales. These scales are listed in the third column of the Profile Chart. Your scale scores are ranked from high to low. It is possible to get a score as high as 55 or as low as 11. An asterisk (*) indicates that you omitted too many questions to obtain a score on that scale.

The scores show you the relative strength of your interests in the job activities described in OVIS. In other words, you have shown more interest in the job activities that make up the scales at the top of the list than you have in the job activities that make up the scales at the lower end of the list.

Now look at the **Percentile Ranks** in the Rank column next column. These scores show you how your interests compare with those of other students in your reference group. For example, if you had a percentile rank of [illegible] that you have more interest in the job activities that make up that scale than [illegible] students in your reference group.

The **Stanines** in the Profile Chart are based on [illegible]

Look at the overall pattern of high and low stanines. Are there noticeable differences in your stanine scores from scale to scale? Consider only stanine differences of two or more points as being important.

The **Scale Clarity Indexes** reported in the Profile Chart show how consistent you were in responding to the activities in each scale. A Scale Clarity Index of "H" means that you were *highly consistent* in the way in which you marked your answers to the statements which make up the scale. That is, you marked most of your answers with the same degree of "like" or "dislike." A Scale Clarity Index of "F" means that you were *fairly consistent* in the way in which you marked your answers. A Scale Clarity Index of "I" means that you were *inconsistent* in the way in which you marked your answers. You may have liked some of the job activities but disliked others.

You may wish to explore further the occupations covered by any scale for which you have a Scale Clarity Index of "I." It is quite possible that you may have a strong interest in one or more jobs covered by a scale and little interest in the other jobs described in that scale.

Your answers to the *Student Questionnaire* are reported below your name block. Look at **1. Occupational Plans**. Listed there are the two job areas which you indicated best representing the types of work you would like to do for a living. How do your scores on the 24 interest scales compare with your job choices and with the information from the questionnaire?

Your interests should play an important part in educational and vocational planning, but you should also consider school grades, special abilities, and other important information. You will want to investigate further the specific occupations that make up the scales on which you have shown the greatest interest. Your counselor has additional information about each of the OVIS scales to help you as you explore these occupations.

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

OVIS PROFILE CHART

Date of Testing FEBRUARY 11, 1970

Grade 9 Age 14 yrs. 7 mos. Sex M

NAT Reference Group 9TH GRADE MALE

Scale Number	Scale Name	Scale Score	%ile Rank	Stanine Profile Low 1 2 3	Average 4 5 6	High 7 8 9	Scale Clarity Index
13	NUMERICAL	49	96			9	H
2	MACHINE WORK	45	93			8	F
11	TRAINING	44	96			9	H
16	APPLIED TECH	42	75		6		H
7	CRAFTS	41	88			7	F
14	APPRAISAL	36	70		6		F
20	SALES REPRESENT	36	82			7	F
18	MANAGEMENT	35	62		6		F
22	ENTERTAINMENT	34	82			7	H
6	INSPECT-TESTING	33	89			8	F
23	TEACH-COUN-SOC W	33	64		6		F
17	PROMOTION-COMMU	32	59		5		F
21	MUSIC	30	56		5		I
15	AGRICULTURE	29	54		5		F
8	CUSTOMER SERVICE	27	56		5		F
5	CLERICAL WORK	26	68		6		I
24	MEDICAL	26	63		6		F
10	SKILLED PER SERV	25	70		6		I
4	CARE PEOPLE-ANIM	24	49		5		I
9	NURSING	24	57		5		H
3	PERSONAL SERVICE	23	64		6		H
19	ARTISTIC	23	27	4			F
1	MANUAL	22	57		5		H
12	LITERARY	*					

14 OVERHEAD TRANSPARENCY MASTER

Supt. of Schools, Dept. of Educ, San Diego County 5-71

Name PORTER BRUCE C

School FRANKLIN HIGH

Counselor MR GRIFFITH

Student Questionnaire Information

1. Occupational Plans

First Choice APPLIED TECH

Second Choice TRAINING

2. Best Liked Subjects

First MATHEMATICS

Second SOCIAL STUDIES

3. High School Program

First GENERAL

4. Post-High School Plans

First VOC-TECH SCHOOL

5. Interest in Vocational Programs

INTERESTED

6. Vocational Program Choice

First ELECTRONICS

Second APPLIANCE REPAIR

7. Local Survey Information

A	B	C	D	E	F	G	H
3	6	3	4	9	1	5	2

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

DIRECTIONS: How To Read Your Profile Chart

The Profile Chart on page 2 is a graphic picture of your interests in the 24 general work areas covered by the OVIS Interest Scales. Look at your **Scale Scores** in the third column of the Profile Chart. Note that these scores are ranked from high to low. It is possible to get a score as high as 55 or as low as 11. An asterisk (*) indicates that you omitted too many questions to obtain a score for that scale.

The scores show you the relative strengths of your interests in the job activities described in OVIS. In other words, you have shown more interest in the job activities that make up the scales at the top of the list than you have in the job activities that make up the scales at the lower end of the list.

Now look at the **Percentile Ranks** (%ile Ranks) in the next column. These scores show you how your interests compare with those of other students in your reference group. For example, if you had a percentile rank of 56 on the *Manual Scale (Scale 1)*, this would mean that you have shown more interest in manual activities than have 56 percent of the students in your group. The reference group to which you are being compared appears at the top of page 2.

The **Stanines** in the Profile Chart are based on a STAndard NINE-point scale ranging from 1 (low) to 9 (high). Like the percentile ranks, stanines show how your interest scores compare with those of your reference group. Stanine scores of 1, 2, and 3 represent low interest; 4, 5, and 6, average interest; and 7, 8, and 9, high interest.

Look at the overall pattern of high and low stanines. Are there noticeable differences in your stanine scores from scale to scale? Consider only stanine differences of two or more points as being important.

The **Scale Clarity Indexes** reported in the Profile Chart show how consistent you were in responding to the activities in each scale. A Scale Clarity Index of "H" means that you were *highly consistent* in the way in which you marked your answers to the statements which make up the scale. That is, you marked most of your answers with the same degree of "like" or "dislike." A Scale Clarity Index of "F" means that you were *fairly consistent* in the way in which you marked your answers. A Scale Clarity Index of "I" means that you were *inconsistent* in the way in which you marked your answers; you may have liked some of the job activities but disliked others.

You may wish to explore further the occupations covered by any scale for which you have a Scale Clarity Index of "I." It is quite possible that you may have a strong interest in one or more jobs covered by a scale and little interest in the other jobs described by that scale.

Your answers to the *Student Questionnaire* are reported below your name block. Look at **1. Occupational Plans.** Listed there are the two job areas which you chose as best representing the types of work you would like to do for a living. How do your scores on the 24 interest scales compare with your job choices and with the other information from the questionnaire?

Your interests should play an important part in your educational and vocational planning, but you should also consider school grades, special abilities, and other important information. You will want to investigate further the specific occupations that make up the scales in which you have shown the greatest interest. Your counselor has additional information about each of the OVIS scales to help you as you explore these occupations.

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Supt. of Schools, Dept. of Educ.
San Diego County 5-71

OVIS PROFILE CHART

Name Paul Reagon **Date of Testing** February 1, 1970

Grade 11 **Age** 16 years 8 months **Sex** Male

NAT Reference Group 11th Grade Male

OVIS Profile

Scale No.	Name	Scale Score	SCI	Stanine
16	Applied Tech. (202)	44	H	7
13	Numerical (200)	38	F	7
14	Appraisal (201)	34	I	6
20	Sales Represent. (212)	30	I	6
18	Management (210)	28	F	4
17	Promotion-Comm. (210)	27	F	5
7	Crafts (102)	26	F	4
23	Teach.-Coun.-Soc. W. (220)	25	H	4
12	Literary (200)	24	H	5
19	Artistic (212)	23	H	4
24	Medical (222)	22	H	5
21	Music (220)	21	H	4
11	Training (120)	20	F	2
15	Agriculture (202)	19	I	3
2	Machine Work (002)	18	F	3
22	Entertainment (220)	16	H	3
9	Nursing (111)	15	H	3
1	Manual (001)	14	H	3
4	Care of People-Animals (011)	14	H	2
5	Clerical Work (100)	14	H	2
8	Customer Service (110)	14	H	2
6	Inspect.-Testing (101)	13	H	2
10	Skilled Per. Serv. (112)	13	H	2
3	Personal Service (010)	11	H	2

Student Questionnaire Information

1. Occupational Plans
   First Choice APPLIED TECHNOLOGY
   Second Choice PROMOTION-COMM.
2. Best Liked Subjects
   First Choice MATHEMATICS
   Second Choice SCIENCE
3. High-School Program
   First Choice COLLEGE PREP.
4. Post-High-School Plans
   First Choice MILITARY TRAINING
5. Interest in Vocational Programs
   NOW ENROLLED
6. Vocational Program Choice
   First Choice BUSINESS DATA PROC.
   Second Choice ELECTRONICS
7. Local Survey Information
   (Not Used)

ABILITY TEST SCORES (National Norms)

Otis-Lennon Mental Ability Test
October 1969 – Deviation IQ 137
Stanine 9

CEEB – March 1970
V–571 M–737

PSAT – October 1969
V–97%ile M–99%ile

SCHOOL GRADES

Grade 10		Grade 11 (first semester)	
English II	A	English III	A
Geometry	A	Algebra II	A
Biology	A	Am. History	A
Latin II	B	Chemistry	A
		Electronics	A

RANK IN CLASS: 2 in a class of 531

DAYS ABSENT: Grade 9 – 1½; Grade 10 – 0

ACTIVITIES: Participated in football, basketball, and track. Received letter awards in each. American Legion Citizenship Award. Eagle Scout. Student Council Activities.

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Supt. of Schools, Dept. of Educ.
San Diego County 5-71

OVIS PROFILE CHART

Name Sharon Mager **Date of Testing** February 16, 1970

Grade 10 **Age** 16 years 3 months **Sex** Female

NAT Reference Group 10th Grade Female

OVIS Profile

Scale No.	Name	Scale Score	SCI	Stanine
5	Clerical Work (100)	53	H	9
9	Nursing (111)	52	H	9
4	Care People-Animals (011)	49	H	8
8	Customer Service (110)	47	H	9
22	Entertainment (220)	47	H	8
10	Skilled Per. Serv. (112)	46	H	8
24	Medical (222)	41	I	8
18	Management (210)	39	F	8
3	Personal Service (010)	39	I	8
19	Artistic (212)	38	I	6
20	Sales Represent. (212)	36	F	8
21	Music (220)	36	I	6
12	Literary (200)	35	F	6
11	Training (120)	35	I	6
6	Inspect.-Testing (101)	34	I	8
17	Promotion-Comm. (210)	34	I	6
23	Teach.-Coun.-Soc. W. (220)	32	I	5
13	Numerical (200)	30	F	6
14	Appraisal (201)	29	I	7
16	Applied Technology (202)	26	I	7
7	Crafts (102)	22	F	6
1	Manual (001)	13	H	3
15	Agriculture (202)	11	H	1
2	Machine Work (002)	11	H	2

Student Questionnaire Information

1. Occupational Plans
   First Choice CLERICAL
   Second Choice NURSING
2. Best Liked Subjects
   First Choice ART
   Second Choice ENGLISH
3. High-School Program
   First Choice GENERAL
4. Post-High-School Plans
   First Choice COLLEGE–UNIVERSITY
5. Interest in Vocational Programs
   INTERESTED
6. Vocational Program Choice
   First Choice SECRETARIAL
   Second Choice DENTAL ASSISTANT
7. Local Survey Information

A-3. (Father's Occupation)
Customer Service

D-10. (Mother's Occupation)
Housewife

E-5. (Brothers and Sisters)
Five

F-8. (Self-Estimate of Ability)
About the Same as Grades I Have Received

G-4. (Self-Estimate of Special Talent)
Clerical

H-10. (Post-High-School Plans)
Graduation from a 4-Year College

ABILITY-ACHIEVEMENT RECORD (National Norms)

Otis-Lennon Mental Ability Test
October 1969 – Deviation IQ 92
Stanine 4

Stanford H.S. Achievement Test
October 1969

English	Stanine 2
Numerical Comprehension	Stanine 2
Reading	Stanine 3
Spelling	Stanine 4

RANK IN CLASS: 554 in a class of 787

DAYS ABSENT: Grade 9 – 10½

SCHOOL GRADES

Grade 10 (first semester)

English 10	D
Business Math	C
Typing 2	C
World History	D
Art 10	C

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Look for DATA / PEOPLE / THINGS groupings in

YOUR top 8 scales.

YOUR middle 8 scales.

YOUR bottom 8 scales.

Do you see any patterns in your likes and dislikes?

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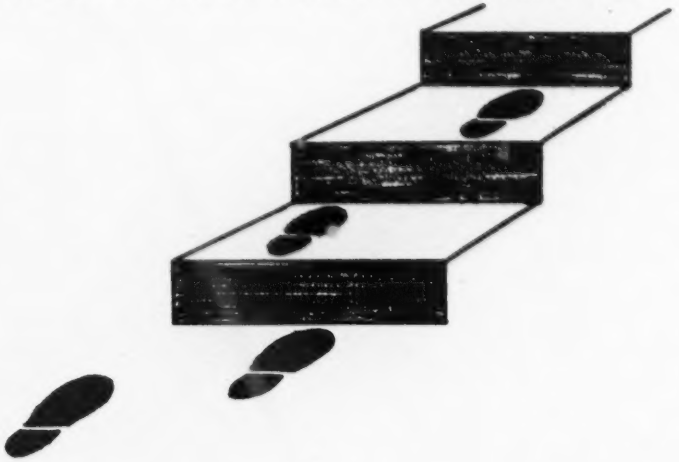
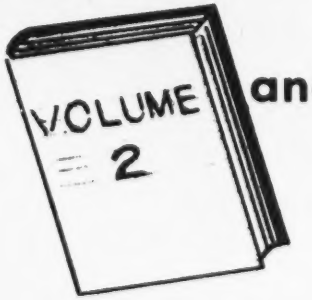
What is the next step after you interpret your SCALE SCORES and determine YOUR INTERESTS on the OVIS?



Obtain more information about the jobs listed under each scale from — —

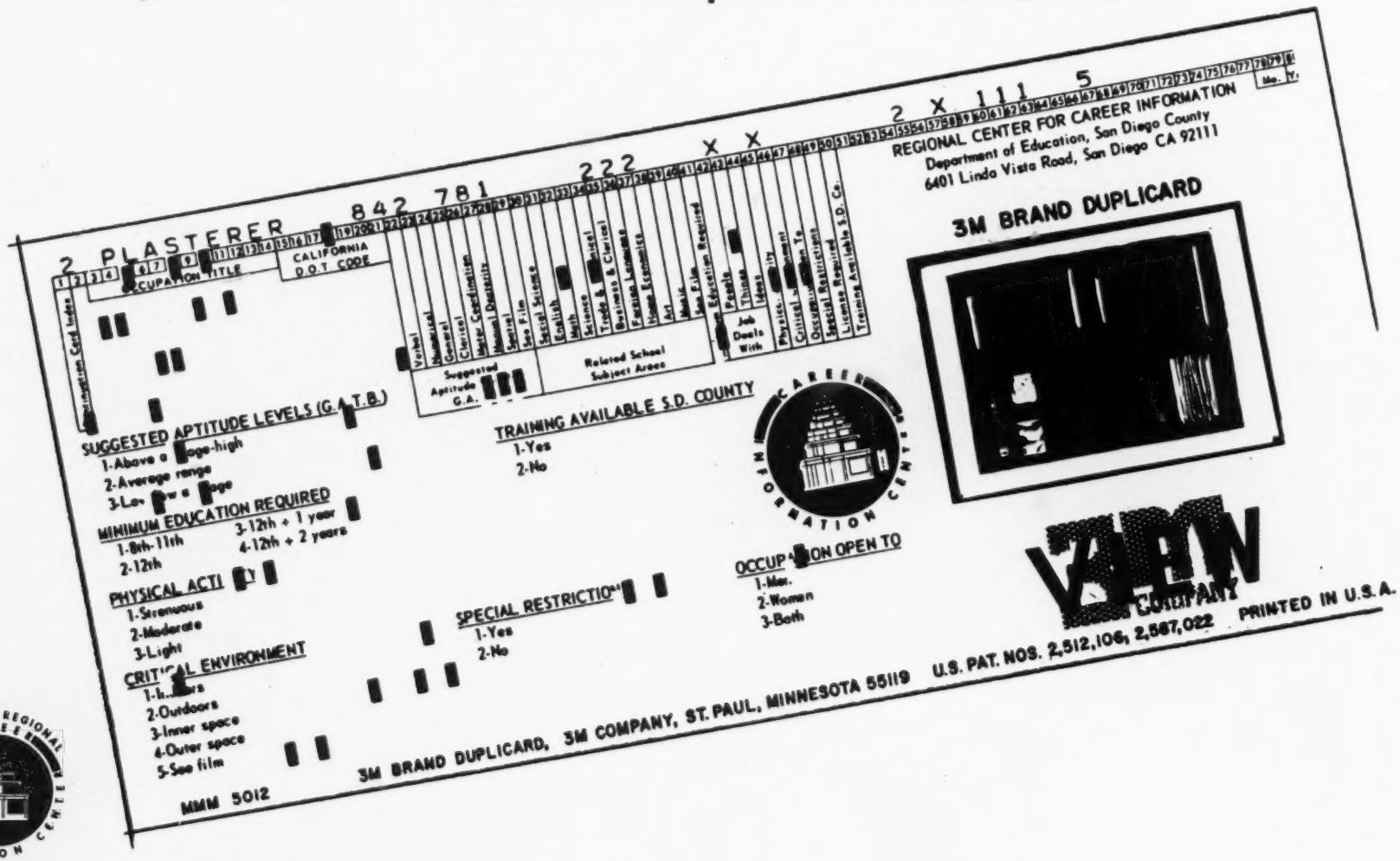
Vital Information for Education and Work



and/or Dictionary of Occupational Titles.

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

The Vital Information for Education and Work information about jobs is presented on a microfilm aperture in an IBM card.



Department of Education, San Diego County 2-71

Here is an example of how jobs listed in the VIEW system are related to student interest scales.

Department of Education

San Diego County

Career Information Center

Assignment of San Diego Vital Information in Education and Work Occupations to the Ohio Vocational Interest Survey Scales

Scale 1 - Manual Work

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Asbestos and Insulating Worker	863.884	322
Bindery Worker	643.885	447
Box Boy	920.887	360
Cement Mason	844.884	322
Custodian	382.884	322
Countergirl (Laundry and Dry Cleaning)	369.478	501
Dairy Farm Hand	411.884	322
Dishwasher	318.887	360
Fireman (Firefighter)	373.884	322
Garment Cutter	781.884	322
Groundsman	407.884	322
Kitchen Helper	318.887	360
Laborer--General	.885	477
Laundry Worker	361.884	322
Packaging Worker	920.885	447
Painter--Construction and Maintenance	840.781	319
Pest Control Worker	389.884	322
Poultry Farm Hand	412.884	322
Retail Meat Cutter	316.884	322
Telephone Industry Frameman	822.884	322
Tire Vulcanizer	750.884	322
Tuna Fisherman		
Warehouseman		
Welder		

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

Department of Education, San Diego County 2-71

This is an example of the type of information about jobs that you can obtain by using the VIEW materials.

D.O.T.: 860.381
Revision date: October, 1967

VIEW

VITAL INFORMATION FOR EDUCATION AND WORK

CARPENTER
(CARPENTER APPRENTICE)

The Carpenter constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools, and conforming to local building codes.

REQUIREMENTS AND QUALIFICATIONS

You Should Have These:

Personal Traits
- Accurate and precise
- Work well with others
- Pride in work
- Patience
- Reliable

Aptitudes
For an explanation of aptitudes, you are urged to:
- See your Counselor or Advisor

or
- Visit an office of the California Department

Physical Traits
- Good physical condi
- Good sense of bala
- Manual dexterity
- Stamina
- Average coordinat
- Normal vision and (or corrected)

Department of Education, San Diego County 2-71

Information that you can gain about jobs by using Volume 2 of the Dictionary of Occupational Titles consists of:

— WORK PERFORMED

—WORKER REQUIREMENTS

—CLUES FOR RELATING APPLICANTS AND REQUIREMENTS

—TRAINING AND METHODS OF ENTRY

—RELATED JOBS

— EXAMPLES OF ADDITIONAL JOB TITLES

23 OVERHEAD TRANSPARENCY MASTER
Department of Education, San Diego County 2-71
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MANIPULATING

.884

Work Performed

Work activities in this group primarily involve the dextrous use of hands, handtools, or special devices to work, move, guide, or place objects or materials. There exists some latitude for judgment in selecting the appropriate tools, objects, or materials, and in determining work procedures and conformance to standards, although all these factors are fairly obvious. The work most frequently occurs away from a machine-oriented environment, and is prevalent in such endeavors as bench crafts, structural work, and hunting and fishing.

Worker Requirements

An occupationally significant combination of: Eye-hand coordination; manual and finger dexterity; spatial and form perception; a decided preference for working with the hands; the ability to work within prescribed standards and specifications; and facility in adapting to a routine.

Clues for Relating Applicants and Requirements

Success in craft courses in school.
Hobby of making scale-model boats and airplanes.
Expressed preference for working with the hands.
Hobbies of hunting and fishing.

Training and Methods of Entry

Apprenticeship programs and on-the-job training are the usual means by which a worker becomes familiar with his job. On occasions, experience in a lesser capacity can prepare an applicant for entry into this type of work, provided he has shown diligence and the capacity for more involved tasks.

Individuals with some exposure to disciplined and standardized work methods in a school or related environment will usually be given preference.

RELATED CLASSIFICATIONS

Craftsmanship and Related Work (.281; .381) p. 312
Tending (.885) p. 447
Feeding-Offbearing (.886) p. 356
Handling (.887) p. 360

QUALIFICATIONS PROFILE

GED: 2 3
SVP: 3 4 5 2 6
Apt: GVN SPQ KFM EC
3 4 4 4 3 5 3 3 3 5 5
4 5 3 4 4 4 4 4
3

Int: 9 3 1 0
Temp: 2 Y
Phys. Dem: S L M H 2 3 4 6

IANIPULATING

cial devices to
ing the appro-
s, although all
environment,

terity; spatial
scribed stand-

omes familiar
type of work,

ated environ-

3 STENOGRAPHY, TYPING, FILING, AND RELATED WORK

Duplicating-Machine Work

207.584 DUPLICATING-MACHINE OPERATOR (clerical) I

2 MATERIAL AND PRODUCTION RECORDING

Stock Checking and Related Work

213.584 SAMPLE WORKER (any ind.)

Material and Production Recording, n.e.c.

219.584 CHART CHANGER (clerical)

3 MISCELLANEOUS CLERICAL WORK

Collecting

241.464 PARKING-METER COLLECTOR (gov. ser.)

3 MISCELLANEOUS MERCHANDISING WORK

Display Work

299.884 ADVERTISING DISPLAY ROTATOR (hair. ser.)

Miscellaneous Merchandising Work, n.e.c.

299.884 DRAPERY HANGER (ret. tr.)
OPTICIAN, DISPENSING (ret. tr.)

3 FOOD AND BEVERAGE PREPARATION AND SERVICE

Cooking, Large Hotels and Restaurants

313.884 BAKER HELPER (hotel & rest.)

Meatcutting, Except in Slaughtering and Packing Houses

316.884 BUTCHER, CHICKEN AND FISH (hotel & rest.)
DELI CUTTER-SLICER (ret. tr.)
MEAT CUTTER (ret. tr.; whole. tr.)
MEAT-CUTTER APPRENTICE (ret. tr.; whole. tr.)

Miscellaneous Food and Beverage Preparation

317.884 COFFEE MAN (hotel & rest.)
PANTRYMAN (hotel & rest.)
PANTRYMAN (water trans.)
SANDWICH MAN (hotel & rest.)

Food and Beverage Preparation and Service n.e.c.

319.884 FOOD ASSEMBLER, COMMISSARY KITCHEN (hotel & rest.)

3 APPAREL AND FURNISHINGS SERVICES

Laundering Service

361.884 LAUNDRYMAN, HAND (laund.)
LAUNDRYMAN (any ind.) I

Dry Cleaning Service

362.884 DRY CLEANER, HAND (clean., dye., & press.)
FUR CLEANER (clean., dye., & press.)
FUR CLEANER, HAND (clean., dye., & press.)
FURNITURE CLEANER (clean., dye., & press.)
LEATHER CLEANER (clean., dye., & press.)
SPOTTER (laund.)

Pressing Service

363.884 BLOCKER (clean., dye., & press.)
HAT BLOCKER (clean., dye., & press.)
IRONER, CORONETS (laund.)
PRESSER, HAND (any ind.)

Dyeing and Related Services

364.884 RUG DYER (clean., dye., & press.) II
FROG DYER (per. ser.)
SPRAYER, LEATHER (clean., dye., & press.)

Shoe and Luggage Repair and Related Services

365.884 FRUIT-REPAIRMAN HELPER (per. ser.)

Apparel and Furnishings Services, n.e.c.

369.884 FUR GLAZER (clean., dye., & press.)
HATTER (clean., dye., & press.)

405.884 BEAN-SPROUT GROWER (agric.)

406. Horticultural Specialty Work

406.884 LABORER, NURSERY (agric.)

407. Gardening and Groundskeeping

407.884 GROUNDS KEEPER (any ind.)
GROUNDS KEEPER, SPORTS (amuse. & rec.)

409. Plant Farming, n.e.c.

409.884 SHARECROPPER (agric.)
TREE-SURGEON HELPER (agric.) I

41 ANIMAL FARMING

411. Dairy Farming

411.884 FARM HAND, DAIRY (agric.) I
FARM HAND, DAIRY (agric.) II

412. Poultry Farming

412.884 CAPONIZER (agric.)
FARM HAND, POULTRY (agric.)
POULTRY TENDER (agric.)
POULTRY VACCINATOR (agric.)

413. Livestock Farming

413.884 COW PUNCHER (agric.)
DRENCHER (agric.)
FARM HAND, LIVESTOCK (agric.)
HAZER (agric.)
LAMBER (agric.)
RANCH HAND (agric.)

419. Animal Farming, n.e.c.

419.884 ANIMAL CARETAKER (agric.)
FARM HAND, ANIMAL (agric.)
FARM HAND, FOX FARM (agric.)
GAME-FARM HELPER (hunt. & trap.)
HORSE BREAKER, DRAFT (agric.)
HORSE BREAKER, SADDLE (agric.)

42 MISCELLANEOUS FARMING AND RELATED WORK

421. General Farming

421.884 CARETAKER, FARM (agric.)

422. Farm Irrigation

422.884 IRRIGATOR, VALVE PIPE (agric.)

43 FISHERY AND RELATED WORK

431. Net, Seine, and Trap Fishing

431.884 FISHERMAN, HOOP NET (fish.)
FISHERMAN, NET (fish.)
FISHERMAN, DIVER NET (fish.)
FISHERMAN, HAUL, DRAG, OR BEACH SEINE (fish.)
FISHERMAN, LAMPARA NET (fish.)
FISHERMAN, POUND NET OR TRAP (fish.)
FISHERMAN, PURSE SEINE (fish.)
FISHERMAN, REEF NET (fish.)
FISHERMAN, SQUAW NET (fish.)
FISHERMAN, TRAMMEL NET (fish.)
FISHERMAN, TRAWL NET (fish.)
FISHERMAN, POT (fish.)
FISHERMAN, TERRAPIN (fish.)
FISHERMAN, WEIR (fish.)
STRIKER (fish.)

432. Line Fishing

432.884 FISHERMAN, LINE (fish.)

433. Fishing, Miscellaneous Gear

433.884 FISHERMAN, ABALONA (fish.)
FISHERMAN, SPEAR (fish.)

435. Whaling

460.884 SHEEP SHEARER (agric.)

50 METAL PROCESSING

500. Electroplating

500.884 MATRIX-BATH ATTENDANT (phonograph)
MATRIX PLATER (electroplating)
MATRIX WORKER (phonograph)
PLATE FORMER (elec. equip.)
PLATER (electronics)
SILVER-SPRAY MAN (phonograph)
ELECTROFORMER (electroplating)

502. Melting, Pouring, Casting, and Related Work

502.884 BLAST-FURNACE KEEPER (iron & steel)
LEAD CASTER (elec. equip.)
MILL HELPER (nonfer. metal alloys)
MOLD SETTER (elec. equip.)
NEEDLE LEADER (knit goods) II
SECOND HELPER (iron & steel)
STEEL POURER (iron & steel)
STEEL-POURER HELPER (iron & steel)

505. Metal Spraying, Casting, and Related Work

505.884 CASE PREPARER-AND-LINER OPERATOR (ordnance)
ELECTROLESS PLATER (any ind.)
ENAMELER (plumb. supplies)
METAL SPRAYER, PRODUCTION (any ind.)
SOLDER SPRAYER (any ind.)

509. Metal Processing, n.e.c.

509.884 FILAMENT DISSOLVER (electronics)
TEST PREPARER (iron & steel; nonfer. metal alloys)

51 ORE REFINING AND FOUNDRY WORK

511. Separating, Filtering, and Related Work

511.884 BOTTOM-PRECIPITATOR OPERATOR (ore dress., smelt., & refin.)

514. Pouring and Casting

514.884 CASTER (ore dress., smelt., & refin.)
CUPOLA TAPPER (found.)
INGOT HEADER (nonfer. metal alloys; ore dress., smelt., & refin.)
LADLE MAN (ore dress., smelt., & refin.)
POURER, CRUCIBLE (found.)
POURER, METAL (found.)
TAPPER (nonfer. metal alloys; ore dress., smelt., & refin.)

518. Molding, Coremaking, and Related Work

518.884 COREMAKER, PIPE (found.)
CORE SETTER (found.) I
MOLD CLOSER (found.)
MOLD MAKER (ore dress., smelt., & refin.)
PLASTER MOLDER (found.) II
WAX-PATTERN ASSEMBLER (found.)
WAX-PATTERN REPAIRER (found.)

519. Ore Refining and Foundry Work, n.e.c.

519.884 CARNALLITE-PLANT OPERATOR (ore dress., smelt., & refin.)
LADLE LINER (found.)
LEAF COVERER (ore dress., smelt., & refin.)
MOLD DRESSER (ore dress., smelt., & refin.)
POT LINER (ore dress., smelt., & refin.)
SAMPLEMAN (ore dress., smelt., & refin.)
STOPPER MAKER (iron & ...)

SAN DIEGO REGIONAL CAREER INFORMATION CENTER

If you have any questions about your OVIS scores

ASK THEM NOW or MAKE AN APPOINTMENT to see your counselor.

Department of Education, San Diego County 2-71

REMEMBER . . .

PLAN TO USE THE INFORMATION ABOUT YOUR VOCATIONAL INTERESTS IN CAREER PLANNING.

Discuss your scores on the OVIS with

PARENTS

COUNSELOR

TEACHERS

FRIENDS

OTHERS WHO CAN HELP YOU

Department of Education, San Diego County 2-71

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DON'T FORGET . . .

Counselors also have other information about your record which they can discuss with you to assist you in career planning.

- SCHOOL GRADES
- SUBJECTS TAKEN
- WORK EXPERIENCE
- PARTICIPATION IN ACTIVITIES
- OCCUPATIONAL INFORMATION
- COLLEGE INFORMATION

Department of Education, San Diego County 2-71

27 OVERHEAD TRANSPARENCY MASTER

CG 007 207

Department of Education, San Diego County 2-71

ONE LAST REMINDER . . .

Ohio Vocational Interest Survey scores
DO NOT predict success in occupational areas.
WHAT THEY DO IS indicate that YOUR INTERESTS ARE HIGH
in the following areas and

THAT YOU SHOULD EXPLORE THEM FURTHER.

28 OVERHEAD TRANSPARENCY MASTER

Department of Education

San Diego County

Career Information Center

Assignment of San Diego Vital Information in Education and Work Occupations

to the Ohio Vocational Interest Survey Scales and Worker Trait Groups

in Volume II of the Dictionary of Occupational Titles

Scale 1 - Manual Work

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Asbestos and Insulating Worker	863.884	322
Bindery Worker	643.885	447
Box Boy	920.887	360
Cement Mason	844., 852.884	322
Custodian	382.884	322
Countergirl (Laundry and Dry Cleaning)	369.887	360
	369.478	501
Dairy Farm Hand	411.884	322
Dishwasher	318.887	360
Fireman (Firefighter)	373.884	322
Garment Cutter	781.884	322
Groundsman	407.884	322
Kitchen Helper	318.887	360
Laborer--General	.884,5,6,7	322, 447, 356, 360
Laundry Worker	361.884	322
Packaging Worker	920.885	447
Painter--Construction & Maintenance	840.781	319
Pest Control Worker	389.884	322
Poultry Farm Hand	412.884	322
Retail Meat Cutter	316.884	322
Telephone Industry Frameman	822.884	322
Tire Vulcanizer	750.884	322
Tuna Fisherman	431.884	322
Warehouseman	922.887	360
Welder	810., 819.884	322

Scale 2 - Machine Work

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Ambulance Driver	913.883	444
Assembler, Electronics	726.781	319
Civil Service Apprentice	(D.O.T. number varies)	
Drapery Seamstress	787.782	435
Floor Covering Installer	864.781	319
Lens Grinder (Optical)	711.781	319
Lithographic Pressman	651.782	435

Scale 2 - Machine Work, continued

Local Truck Driver	900,2,3,6,9.883	444
Long-Haul Truck Driver	904.,5.883	444
Metal Bonding Assemblers, Aerospace (Press Operator)	806.884	322
Operating Engineer	859.883	444
Offset Duplicating Machine Operator	207.,651.782	435
Plasterer	842.781	319
Power Truck Operator	922.883	444
Presser	363.782	435
Sewing Machine Operator (Apparel Industry)	787.782	435
Shop Learner--Federal Government	(D.O.T. number varies)	
Stationary Engineer	950.782	435
Tabulating Machine Operator (Data Processing Operator)	213.782	435

Scale 3 - Personal Service

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Airline Stewardess	352.878	507
Bartender	312.878	507
Beach Lifeguard	379.868	427
Bellman	324.878	507
Bus Boy	311.878	507
Guard (Watchman)	372.868	427
Maid (Ward or Floor)	323.887	360
Messenger	230.878	509
Model	297.868	408
Parking Lot Attendant	915.878	507
Service Station Attendant	915.867	503
Waiter and Waitress	311.878	507

Scale 4 - Care of People or Animals

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Animal Keeper	419.884	322
	356.874	511
Child-Day-Care Center Worker (Nursery School-Child Care Teacher)	359.878	479
Nurse Aide	355.878	479
Orderly	355.878	479
Psychiatric Technician	355.878	479

Scale 5 - Clerical Work

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Accounting Clerk	219.488	280
Bank Clerk	219.388	280
Bookkeeper	210.388	280
Bookkeeping Machine Operator	215.388	280
Calculating Machine Operator (Comptometer Operator)	216.488	280
Cataloger	249.388	276
Clerk-Typist	209.388	276
Court Reporter	202.388	278
File Clerk	206.388	276
Fingerprint Technician (Expert)	375.388	276
Key Punch Operator	213.582	274
Mail Carrier	233.388	276
Medical Record Librarian	100.388	276
Meter Reader	239.588	289
Office Clerk	209., 219.388	276
Stenographer	202.388	278
Teletype Operator	203.588	287
Traffic Rate Clerk	219.388	280
Ward Clerk	219.388	280

Scale 6 - Inspecting and Testing

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Automobile Parts Man (Counterman)	289.358	488
Forestry Aid	441.384	413
Oceanographic Technician	199.384	413
Pharmacy Helper	074.387	271
Rod and Chainman	018.587, .687	282
Shipping and Receiving Clerk	222.387	271
Stock Clerk	223.387	271
Telephone Supplyman	223.387	271
Tool Crib Attendant	223.387	271

Scale 7 - Crafts and Precise Operations

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Air Conditioning and Refrigeration Mechanic	637.281	312
Aircraft Loftsman	693.381	312
Airframe & Powerplant Mechanic	621.281	312
Airline Pilot	196.283	422
Appliance Serviceman	723.381	312
Assembler, Electronics	726.781	319
Automobile Body Repairman	807.381	312
Auto Mechanic	620.281	312
Automobile (New Car Get-Ready Man)	806.381	312
Bricklayer and Bricklayer Apprentice	861.381	312
Cabinetmaker	660.280	430
Cable Splicer	829.381	312
Carpenter (Apprentice Carpenter)	860.381	312
Coin Machine Mechanic (Vending Machine Serviceman)	639.281	312
Control Room Technician (Radio & TV)	957.282	516
Darkroom Technician	976.381	312
Data Processing Equipment Technician	828.281	312
Data Processing Machine Operator (Computer Operator)	213.382	274
Dental Lab Technician	712.381	312
Diesel Mechanic	625.281	312
Electrician (Construction)	824.281	312
Electrical Repairman	829.281	312
Electroplater	500.380	430
Furniture Upholsterer	780.381	312
Instrumentman	710.281	312
Lineman	821., 822.381	312
Machinist	600.280	430
Maintenance Man (Hospital)	899.381	312
Maintenance Mechanic (Industrial)	638.281	312
Millwright	638.281	312
Molder and Coremaker	518.381	312
Motorcycle Mechanic	620.281	312
Office Machine Serviceman	633.281	312
Patternmaker (Apparel Industry)	781.381	312
Patternmaker Plaster-Plastic (Aircraft Industry)	777.381	312
Plumber	862.381	312
Radio and Television Service Technician	720.281	312
Radio Operator	379.368	265
Rigger, Ship Building	806.281	312
Roofer	866.381	312
Sheet Metal Worker and Apprentice	804.281	312
Shipfitter	806.381	312
Sign Painter	970.381	312
Small Appliance Repairman	723.381	312
Structural and Ornamental Ironworker	809.381	312
Structural and Surfaces Assembler--Aerospace	806.381	312
Telephone Station Installer	822.281, .381	312
Tool Grinder Operator	603.280	430
Tool and Die Maker	601.280	430

Scale 8 - Customer Services

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Admitting Clerk (Hospital)	237.368	258
Airline Agent, Ticket and Reservation	919.368	265
Bank Teller	212.368	267
Cashier	211.468	269
Department Store Sales Clerk	289.358, .458	488
Driver-Salesman (Routeman)	292.358	488
Fingerprint Technician (Clerk)	375.388	276
Food Clerk	299.468	269
	290.877	503
Front Office Clerk--Hotels	242.368	258
Library Assistant	249.368	258
Post Office Clerk	232.368	267
Receptionist	237.368	258
Sales Clerk--Variety Store	290.478	501
Taxicab Driver	913.363	519
Telephone Operator	235.862	291
Telephone Service Representative (New Acc't Clerk)	249.368	258
Travel Agent	237.168	261
Insurance Clerk	210.368	258

Scale 9 - Nursing and Related Technical Services

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Dental Assistant	079.378	477
Dental Hygenist	078.368	477
Electrocardiograph Technician	078.368	477
Licensed Vocational Nurse (Licensed Practical Nurse)	079.378	477
Physical Therapist	079.378	477
Registered Nurse	075.378	477
X-ray Technician	078.368	477

Scale 10 - Skilled Personal Services

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Baker	526.781	319
Barber	330.371	499
Beauty Operator	332.271	499
Cooks and Chefs	313.131	299
Tailor	785.281, .381	312
	785.261	308

Scale 11 - Training

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Camp Counselor	159.228	345
Recreation Worker (Group)	195.228	345

Scale 12 - Literary

Occupational Title	D.O.T.Code	Page Number in Volume II of the Dictionary of Occupational Titles
Copywriter	132.088	524
Market Research Worker (Analyst I)	050.088	294
Technical Writer	139.288	387
Title Examiner	119.288	254

Scale 13 - Appraisal

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Accountant, Certified Public	160.188	252
Data Processing Programmer (Business Programmer EDP)	020.188	468
Junior Accountant	160.188	252
Statistician	020.088	468

Scale 14 - Appraisal

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Building Inspector	168.168	416
Medical Technologist	078.281, .381	418
Pharmacist	074.181	418
Real Estate Appraiser	191.287	420
Medical Laboratory Assistant	078.381	418

Scale 15 - Agriculture

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Biologist	041.081	466
Forester	040.081	466

Scale 16 - Applied Technology

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Architect	001.081	371
Chemist	022.081	466
Draftsman	017.281	377
Electronic Technician	003.181	379
Engineer, Aeronautical	002.081	371
Engineer, Electrical	003.081	371
Engineer, Mechanical	007.081	371
Engineering Aid	005.081	371
Oceanographer	024.081	466
Physicist	023.081	466
Technical Illustrator	017.281	377

Scale 17 - Promotion and Communication

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Deputy Sheriff	377.368	427
General Secretary	201.368	263
Insurance Claims Adjuster	241.168	416
Lawyer	110.108	425
Newspaper Reporter	132.268	526
Park Ranger and Assistant	169.168	416
Policeman	375.268	416
Policewoman	375.268	416
Public Relations Worker	165.068	482
Radio and Television Announcer	159.148	400
State Traffic Officer (Highway Patrol)	375.268	416

Scale 18 - Management and Supervision

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Bank Officer	(D.O.T. number varies)	
Credit Manager	168.168	245
Dietitian	077.168	245
Hospital Administrator	187.118	237
Junior Federal Assistant	(D.O.T. number varies)	
Librarian	100.168	245
Personnel Administrator	166.118	237
Systems Analyst	012.168	375
Urban Planner	199.168	237

Scale 19 - Artistic

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Commercial Artist	141.081	232
Displayman	298.081	232
Floral Designer	142.081	232
Interior Designers and Decorators	142.051	228
Lithographic Cameraman	972.382	514
Photographer	143.062	230

Scale 20 - Sales Representative

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Buyer	162.158	484
Insurance Agent	250.258	488
Insurance Underwriter	169.188	252
Optician--Dispensing	713.251	486
Real Estate Salesman	250.358	488
Securities Salesman	251.258	488

Scale 22 - Entertainment and Performing Arts

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Athlete, Professional	153.348	402

Scale 23 - Teaching, Counseling, and Social Work

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Faculty Member	090.228	341
Home Economist	096.128	337
Peace Corps Worker	(D.O.T. number varies)	
Social Worker	195.108, .208	296
Teacher, Elementary	092.228	343
Teacher, Exceptional Children	094.228	343
Teacher, Secondary	091.228	341
Psychologist	045.088	294
	045.108	296

Scale 24 - Medical

Occupational Title	D.O.T. Code	Page Number in Volume II of the Dictionary of Occupational Titles
Dentist	072.108	473
Occupational Therapist	079.128	475
Optometrist	079.108	473
Physician	070.108	473
Speech Pathologists and Audiologists	079.108	473
Veterinarian	073.108	473

Supt. of Schools, Dept. of Educ.
San Diego County 10-71